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ber of members of the Association in Illinois is 229. Now the number of Latin pupils in the public high schools of Illinois is 22,793, so that the state has approximately 1 member in the Association to every 100 Latin pupils. On this basis the following table is prepared, showing in the first column what the present enrolment in each state is, and in the second column what it would be if the proportion found in Illinois of 1 member to every 100 pupils were reached:

	Present Enrolment	Enrolment on Basis of 1 Member to Every 100 Pupils
Alabama.....	13	28
Arkansas.....	6	21
Colorado.....	37	47
North Dakota.....	7	12
South Dakota.....	14	22
Illinois.....	229	229
Indiana.....	97	223
Iowa.....	121	157
Kansas.....	43	122
Kentucky.....	22	39
Louisiana.....	10	16
Michigan.....	151	105
Minnesota.....	68	102
Mississippi.....	20	30
Missouri.....	111	149
Nebraska.....	46	102
Ohio.....	116	320
Oklahoma.....	10	13
Tennessee.....	29	31
Texas.....	38	117
West Virginia.....	9	14
Wisconsin.....	89	50
Total.....	1,286	1,949

On this system of computation Wisconsin leads the Association, with 1 member to every 57 pupils; Michigan is next, with 1 member to every 69 pupils. Ohio is far down in the list, for although there are 32,057 Latin pupils in the state, there are only 116 members, i. e., 1 member for every 276 pupils. The enrolment in Arkansas, Indiana, Kansas, Nebraska, and Texas is also small.

CO-OPERATION AMONG CLASSICAL TEACHERS

It has been suggested recently by several readers of the *Journal* that something should be done to establish a means of communication between teachers who are trying in a practical way to bring ancient

life nearer to their pupils. A number of these experiments—clubs, plays, banquets, the Roman state at the East High School, Rochester, N. Y.—have been noticed in these pages from time to time, and the *Journal* takes pleasure in drawing attention to a suggestion made by Mr. Mason D. Gray, of the high school just mentioned. Mr. Gray thinks that much time and labor would have been saved by his colleagues and himself if they could have benefited more by the practical experience of others. The information found in books about the conduct of Roman elections, the procedure at trials, the drapery of the toga, the manufacture of scrolls, etc., is not very helpful, because it is not written with a view to practical realization. He thinks that in these matters and others, such as the simplification of plays for high-school acting, a loose organization of interested teachers, who would furnish each other with full accounts of what they are doing along these lines, would be of benefit.

We are in sympathy with all efforts of this kind, and shall be glad to help, so far as we can, any movement looking toward a closer co-operation among classical teachers in this direction. Much can be done through the columns of the *Journal*, and we suggest that contributors in preparing their accounts of clubs, political organizations, plays, and other entertainments, for publication in the *Journal* bear in mind the probability that many readers may be planning or engaged in a similar undertaking. The article, therefore, should be as concrete as possible, telling just what the practical difficulties of the enterprise were and in what way they were overcome.

THE SALARIES OF TEACHERS

At the last meeting of the Association in Chicago, a committee was appointed to investigate the question of the salaries of classical teachers in the territory. The results of the investigation will be of interest to teachers of all subjects, for there is no reason to suppose that classical instructors are rated lower than others. That all classes of teachers from the grade school to the university are compelled to carry on their work under the most discouraging financial conditions is a fact well known to all members of the profession, and the sooner the dismal details of the situation are widely circulated among the public at large, the nearer the possibility of redress. The